

ABSTRACT

THESIS: Analysis of Approaches to the Present Perfect Tense in English Textbooks Published in Japan and in English-Speaking Countries

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One of the difficulties that Japanese learners of English (JLEs) face in their second language acquisition is the use of the present perfect tense. This may be partly due to the fact that there is no equivalent tense in their native language, but I argue that textbooks commonly used in Japan fail to provide adequate explanation and opportunities for practice in a meaningful context. The purpose of this study is to explore what kind of approaches are currently being used by comparing English grammar textbooks used in Japanese high schools with English grammar textbooks used in an ESL institute in the USA.

Two kinds of textbooks were examined and analyzed: English textbooks published in Japan (ETPJs) and English textbooks published in English speaking countries (ETPEs). The results show that the ETPEs offer more contextual explanation and more practical exercises than the ETPJs. The notion of “current relevance” in the present perfect is stressed and elaborated upon more effectively in the ETPEs than in the ETPJs. Considering the EFL environment, where learners have less exposure to English, suggested approaches to the present perfect are offered in the conclusions.